



Isis District State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Webpages	Additional information about Queensland state schools is located on: • the My School website • the Queensland Government data website • the Queensland Government schools directory website.

From the Principal

School overview

Isis High in partnership with our school community works hard to create a safe, healthy and supportive learning environment. Our purpose is to provide all students with an educational experience that allows them to realise their full potential whilst enjoying high quality educational and sporting facilities. One of the great benefits for students of Isis High is that we offer significantly smaller class sizes enabling more opportunities for teachers to work with students on an individual basis. The school has maintained a strong tradition of excellent academic achievement, highlighted by achieving very strong OP 1-5 results as well as regularly being recognised for our outstanding NAPLAN performance.

We ensure there are viable pathways for our school leavers by ensuring our subject offerings meet the needs of our community and future employment areas with a strong focus on education in areas like agriculture, health care, trades and retail. Not only do we focus on the educational development of our young people, we are also committed to a whole-school wellbeing program which is linked to our school motto “Know Thyself” and we have a comprehensive support network to promote student wellbeing. This is part of our recognition that there is a need to provide a breadth of support to our students and families given our critical role in the Isis District as a provider of support services.

The end of the 2019 school year brought to an end the 2016-2019 Strategic Plan which has served our school extremely well with great progress being made on a number of fronts. The commencement of the 2020 school year will see the implementation of our 2020-2023 Strategic Plan. The development of this document was centred on feedback provided from a range of sources most prominently, the School Review conducted in September 2019. Our new Strategic Plan sees the introduction of revised school values, RISE, as well as highlighting our key improvement strategies for the next 4 years.

R Respect
Resilience
Responsibility
I Integrity
Inclusivity
S Striving for Success
E Empowered

Key Improvement Strategies 2020-2023

Ensure the Explicit Improvement Agenda is clearly communicated and embedded within Annual Implementation Plans

Systematically implement the Australian Curriculum

Systematically implement a whole-school pedagogical approach

Facilitate improved access to ICT infrastructure and pedagogy

Quality assure processes through effective instructional leadership



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Overview

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek, Dallarnil and Booyal Central. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane, macadamia nuts and small crops) or agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average. The school had an *Index of Community Socio-Economic Advantage* (ICSEA) of 939 during 2019, compared to the Australian average of 1000.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	504	499	457
Girls	248	250	241
Boys	256	249	216
Indigenous	56	50	42
Enrolment continuity (Feb. – Nov.)	90%	90%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	20	19
Year 11 – Year 12	16	14	13

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

In Year 7-10 students completed of subjects that align with the Australian Curriculum (syllabuses produced by the *Australian Curriculum Assessment and Reporting Authority*). Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning. Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of vocationally-oriented and vocationally-accredited programs, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway on completion of school. All senior students are supported in planning an individual learning pathway.

Extra-curricular activities

Isis District State High School recognises the importance of providing a range of opportunities for development of the 'whole child' and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of these many and varied opportunities.



Some of these include:

- Opportunities to compete at district, state and national levels in selected sports
- Instrumental Music Program, which includes a String Ensemble, Concert Band, concerts, cultural tours, competitions and performances throughout the year
- Inter-school public speaking competitions
- Participation in Creative Generations – State Schools on Stage
- Human Powered Vehicles (HPV) competitions
- Student leadership opportunities
- School Camps and Focus Days
- Cattle Club and Cattle Show Teams
- Cultural celebrations
- A wide array of excursions, both locally and further afield

How information and communication technologies are used to assist learning

Isis District State High School believes that ICTs and eLearning are a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis High to provide students with engaging, collaborative learning experiences. The Bring Your Own Device (BYOD) program and our laptop borrowing program enable students to engage with technology to enhance their learning. Our use of digital platforms such as Class OneNote and digital textbooks provide improved access to meaningful learning opportunities for students.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Isis District State High School's *Responsible Behaviour Plan for Students* provides a basis of clearly defined processes, to monitor and modify negative behaviour and also identify and acknowledge positive student behaviour. Each year level is managed by a Year Level Coordinator and a Deputy Principal who meet regularly with other support staff to monitor student behaviour. Specialised staff meet at fortnightly Student Wellbeing meetings to ensure identified students receive appropriate action for improvement.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered across all year levels through our KTS program, as well as in specific subject areas. This policy is regularly promoted to students.

The Head of Department Student Engagement and Wellbeing along with the Guidance Officer further supports student welfare and well-being through various programs and coordination of a range of other specialist staff including a guidance officer, school-based nurse, student support officers and a school chaplain.

The school participates actively in the *Positive Behaviour for Learning* program to support positive student behaviour. Key features include:

- ✓ A whole-school wellbeing program (KTS)
- ✓ Three school rules strongly promoted
- ✓ Expected student behaviours are explicitly taught
- ✓ Positive behaviour is regularly acknowledged
- ✓ Behaviour data is regularly scrutinised for attention
- ✓ Staff capability enhanced through continual skilling



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	100%	95%
• this is a good school (S2035)	95%	97%	95%
• their child likes being at this school* (S2001)	79%	94%	93%
• their child feels safe at this school* (S2002)	92%	97%	93%
• their child's learning needs are being met at this school* (S2003)	95%	97%	95%
• their child is making good progress at this school* (S2004)	95%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	91%
• teachers at this school motivate their child to learn* (S2007)	95%	100%	89%
• teachers at this school treat students fairly* (S2008)	87%	91%	82%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	91%
• this school works with them to support their child's learning* (S2010)	97%	97%	89%
• this school takes parents' opinions seriously* (S2011)	95%	94%	83%
• student behaviour is well managed at this school* (S2012)	85%	81%	82%
• this school looks for ways to improve* (S2013)	97%	100%	95%

Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
• this school is well maintained* (S2014)	95%	97%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2017	2018	2019
• they are getting a good education at school (S2048)	89%	89%	84%
• they like being at their school* (S2036)	79%	83%	74%
• they feel safe at their school* (S2037)	83%	81%	88%
• their teachers motivate them to learn* (S2038)	84%	86%	86%
• their teachers expect them to do their best* (S2039)	92%	95%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	87%	84%
• teachers treat students fairly at their school* (S2041)	72%	75%	76%
• they can talk to their teachers about their concerns* (S2042)	70%	66%	73%
• their school takes students' opinions seriously* (S2043)	71%	77%	75%
• student behaviour is well managed at their school* (S2044)	70%	61%	64%
• their school looks for ways to improve* (S2045)	87%	88%	87%
• their school is well maintained* (S2046)	85%	84%	79%
• their school gives them opportunities to do interesting things* (S2047)	84%	89%	82%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2017	2018	2019
• they enjoy working at their school (S2069)	95%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	97%
• they receive useful feedback about their work at their school (S2071)	95%	92%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	90%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	98%	88%	95%
• student behaviour is well managed at their school (S2074)	84%	81%	90%
• staff are well supported at their school (S2075)	89%	88%	76%
• their school takes staff opinions seriously (S2076)	89%	84%	85%
• their school looks for ways to improve (S2077)	98%	97%	99%
• their school is well maintained (S2078)	98%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	92%	94%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time. In addition, there are two formal opportunities per year for parents and students to talk with teachers at Parent-Teacher Interview evenings. These occur early in Term 2 and Term 3. Students receive four progress reports during the year. These include an Interim Report after Terms 1 and 3 and a Semester Report at the conclusion of Semester 1 and Semester 2. An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction setting within the school.

Isis District State High School aims to ensure parents and carers remain informed of school operations, events and celebrations. The school:

- maintains a current school website that is aligned to the Department *Websites for Schools* platform
- maintains a very active facebook page which is updated daily with exciting stories of student activities and important school information
- publishes an online fortnightly newsletter that is emailed to all parents with links via our website and facebook page
- utilises bulk SMS text messaging for urgent communication

In addition, there are a number of specific parent support groups that operate at a very successful level. For example;

- The Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students twice a week.
- An indigenous support group provides ongoing assistance and advice.
- Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our whole-school wellbeing program – Know Thyself or KTS extends across the entire school focusing on key social and emotional issues relating to the needs of our young people.

Across year levels explicit lessons are delivered with a focus on appropriate relationships at all levels. The school uses the DoE Respectful Relationships lesson plans when delivering to students. The school actively participates in the annual Community Domestic Violence campaigns with students engaged in numerous activities such as chairing the community White Ribbon Day event.

Isis High has also taken the opportunity to build a relationship with "STYMIE", an anonymous online reporting tool that enables students or other concerned parties to report incidences of bullying or harm to members of the Administration team. The purpose of this is to support appropriate relationships between students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	117	187	113
Long suspensions – 11 to 20 days	3	3	0
Exclusions	1	1	1
Cancellations of enrolment	2	5	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	175,072	252,321	230,401
Water (kL)	1,387		1,688

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	33	<5
Full-time equivalents	44	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year, in 2019 our staff engaged in professional learning on;

- 3 days at the end of the summer holidays
- 2 afterschool twilight sessions extending for 2.5 hours each in term 2 and 3
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The pursuit of 'continuous improvement' by our staff as lifelong learners and a commitment to improving teaching quality must be supported by a strong commitment to the provision of and access to professional development.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

In 2019, the following areas were key development areas:

- *Art and Science of Teaching* (ASoT)
- Literacy development

- Responding to data and informing planning and delivery
- Differentiating the curriculum
- STEM
- ICT and eLearning
- Curriculum specific development
- Implementing the Australian Curriculum
- The new Senior Assessment and Tertiary Entrance processes/QCAA
- Strategic Leadership development

These major professional development areas were undertaken through activities such as:

- in-school professional activities
- teacher mentoring and coaching
- involvement in professional networks
- workshop, seminar and conference attendance
- on-line learning

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	89%	88%	88%
Attendance rate for Indigenous** students at this school	84%	83%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

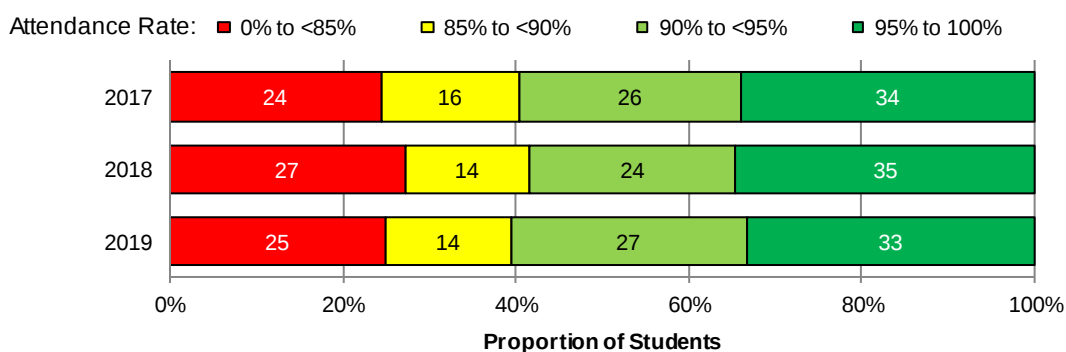
Year level	2017	2018	2019
Year 7	90%	89%	90%
Year 8	89%	90%	89%
Year 9	88%	87%	87%
Year 10	88%	89%	87%
Year 11	88%	86%	90%
Year 12	89%	88%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Isis District State High School, school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school uses the *ID Attend* electronic software attendance package, employs a teacher-aid to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/care's and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office. When students are marked absent:

- From morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence
- During the day after being present in the morning (truant), parents will be contacted
- From school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised' and when no reason is provided, the absence remains 'unexplained'
- The process for student living in out of home care is in line with Departmental policy, advising caregivers immediately should those students be absent from class.
- For three or more days with no reason, a letter/email is sent to parents requesting an explanation of the student absence.

Regular school absence by students is overseen by the Head of Department (Student Support), assisted by Deputy Principals and Year Level Coordinators. Where students are absent regularly from school, parents

are contacted by a member of the school staff to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the view that '*Every lesson, every day, counts!*' and seeks to use various mechanisms to maximise the regular school attendance of every student.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	86	84	39
Number of students awarded a QCIA	1	3	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	83	80	39
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	36	33	18

Description	2017	2018	2019
Percentage of Indigenous students who received an OP	22%	11%	0%
Number of students awarded one or more VET qualifications (including SbAT)	57	55	24
Number of students awarded a VET Certificate II or above	50	45	21
Number of students who were completing/continuing a SbAT	13	10	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	75%	64%	72%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	92%	95%	92%

Notes:

- The values above:
 - are as at 05 February 2020
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	5	7	2
6-10	9	6	4
11-15	13	8	7
16-20	9	10	5
21-25	0	2	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	31	21	5
Certificate II	48	45	19
Certificate III or above	3	3	2

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	98%	85%	70%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	73%	69%	43%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below. Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available. This school's report will be available at <https://isisdistrictshs.eq.edu.au>.



2019 School Captains; Zakkitta Volker, Anderson Bee, John Houton and Tianni Hooper

Isis District State High School takes pride in its education of young people for the future.

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